


# INSTILL the Love of Words: A Systematic Method to Teach Language

**Welcome SLPs to...**

**INSTILL the Love of Words:  
A Systematic Method to  
Teach Language**

Char Boshart,  
M.A., CCC-SLP  
Speech-Language Pathologist  
[Char@CharBoshart.com](mailto:Char@CharBoshart.com)



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**An Excellent Quote...**

“If we are to increase children’s ability to profit from education, we will have to enrich their **oral language development** during the early years of schooling.”  
-- Biemiller & Boote, 2006

**Plus...**



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**Quotes by E.D. Hirsch, Jr. (2003, p. 16)**

“In vocabulary acquisition, a small early advantage grows into a much bigger one unless we very intelligently intervene to help the disadvantaged student **learn words at an accelerate rate.**”



“Most vocabulary growth results incidentally, from **massive immersion in the world of language** and knowledge.”

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## Real-Life Questions...

When working on Vocabulary:

- What words do I work with?
- How do I select them?
- How do I instruct them?
- How do I know if the child has learned and is able to use them?
- How do I keep data and document progress?
- What do I say at IEP meetings?

**How do I generate 'Vocabulary Transfer' in my kids?**

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# INSTILL the Love of Words!



**How?**

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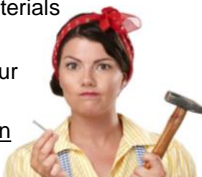
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## Pre-Planning and Organization

- Aim for systematic, predictable therapy; 3-Rs: Relevancy, Routine, and Repetition
  - Strive for session-to-session continuity and connections
- Use multi-purpose therapy materials
- Choose word lists wisely
- Select, organize, and know your narratives
- Use Planning & Documentation forms (P&D forms)



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## Agenda & Learning Outcomes

**Section 1**  
Nine Instruction Keys: Evidence-Base  
"SEMPCREEQ"

**Section 2**  
Single-Word Vocabulary Instruction

**Section 3**  
Narrative Vocabulary Instruction



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Therapy Glue!

## Section 1



- Nine Instruction Keys: Evidence-Base



**SEMPCREEQ**

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Do "paired reading." Read the following paragraph, "Colloidal Gold" out loud with your partner (p. 18).



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# INSTILL the Love of Words: A Systematic Method to Teach Language

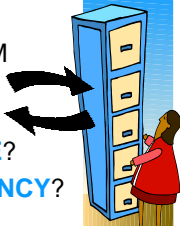
**KEY #1** (Sousa, 2006; *How the Brain Learns*) 10

**Storage** Long-Term Storage

**You cannot recall what you have not Stored!**

To move info into LONG-TERM STORAGE, two things MUST be addressed:

- Does the info **MAKE SENSE?**
- Does the info have **RELEVANCY?**



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**KEY #2** (Sousa, 2006) 11


**EMOTIONS CONTRIBUTE TO RETENTION**

Use "Emotional Hooks" to capture attention & memory

**We remember things that make an imprint—usually *emotion* is involved!**

**Make it FUN!**

1. Challenge (personal)
2. Competitive (interpersonal)
3. Verbal interaction
4. Doing the unexpected; do sound effects, music, apps, online activities, audios, videos, etc.



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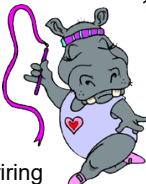
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**KEY #3** (Patterson, 1996) 12

**MOVEMENT IS A LEARNING LINK.** It helps us to perceive concepts in their totality.

- "Movement activates the neural wiring throughout the body, making the whole body the instrument of learning. Movement anchors thought and is essential to learning!" (Hannaford, 2005)

*Facial & Body Expressions, Gestures, and Fine-Motor Movement*



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**KEY #4** (Nash & Snowling, 2006) 13

■ They must be able to **PRONOUNCE the WORDS**—otherwise they will not use them in their oral language, they will skip over them in their reading, and not use them in their writing.



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**KEY #5** (Biemiller, 2001) 14

■ **CONTEXTUAL INSTRUCTION IS CRITICAL!** Context provides a framework for understanding, and associations for learning and retention.



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**KEY #6** (Justice, et al., 2005; Biemiller and Boote, 2006) 15

■ **REPEATED READING** enhances language comprehension, retention, use, and reading fluency.



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**KEY #7** (Homan, Klesius, Hite, 1993) 16

■ **ECHO READING** during a narrative, increases receptive and expressive language vocabulary.

**For readers and non-readers:**  
For Interesting **WORDS**  
For **SYNTAX**  
For **GRAMMAR**  
For **MEMORY**  
For **SAVINGS & IDIOMS**



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**KEY #8** (Stahl, 2005) 17

**EXPOSURE WITHIN A VARIETY OF ACTIVITIES**  
increases understanding and use.  
**Other Narratives OR Discrete Activities...Multi-Purpose Materials**



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**KEY #9** (Ard and Beverly, 2004) 18

■ Ask **QUESTIONS -- Good questions** increase learning and retention.

■ So, **WHY** do we ask questions?

“To a language disordered child, sometimes typical content questions feel like interrogation. The child either shuts down, or ramps up, and his learning petals become crushed.”



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**KEY #9 cont.** 19

**Questions are not just about Questions & Answers, They're about...**

1. How was the material was given, and did the student receive and comprehend the info?
2. How did we formulate the question?
3. How did we respond to the child's answer? Did we close the communication loop"?



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**How many "KEYS" do you REMEMBER?!**  
**Which ones will you use?**



**Turn and Talk...**



**SEMPCREEQ**

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**Section 2**



**Single-Word Vocabulary Instruction**

**Present Contextually!**

**See P&D Form, P. 19**

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# INSTILL the Love of Words: A Systematic Method to Teach Language

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## Vocabulary is Vital...

- Curriculum Words
  - Theme Words
  - Sight-Words

**Listen, Look, and Think!**

Vocabulary is acquired incidentally and via direct instruction

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Resources

## Curriculum Words

- From teachers and curriculum
  - Test Terminology (**page 20**)
- *Building Academic Vocabulary*, by Marzano, 2005; 7,923 (Tiers 2 & 3)
- Hyde Park School District: word lists K-12; [www.hpcsd.org/district.cfm?subpage=29208](http://www.hpcsd.org/district.cfm?subpage=29208)
- Oklahoma Acad. Vocab by subjects & grades: [www.opsu.edu/www/education/BuildAcademicVoc.pdf](http://www.opsu.edu/www/education/BuildAcademicVoc.pdf)

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Resources

## Theme Words

- Topic/Category (nouns)
  - *Teaching Basic and Advanced Vocabulary*, Marzano, 2010; 2,845 (Tier 1), 5,162 (Tier 2)
  - [EnchantedLearning.com/wordlist/](http://EnchantedLearning.com/wordlist/); Great Site!
  - [Home-Speech-Home.com/word-vault-app.html](http://Home-Speech-Home.com/word-vault-app.html)
- Language Targets (pages 21–30)
  - Verbs; Irregular Verbs, Irregular Plurals; Prefixes/Suffixes; Contractions
  - Word Meanings (Collins-COBUILD)
  - Synonyms and Antonyms; Semantic Gradients
  - Multiple Meanings ([freelanguagestuff.com](http://freelanguagestuff.com))
  - Adjectives ([enchantedlearning.com](http://enchantedlearning.com))
  - Idioms ([yourdictionary.com/idioms-for-kids.html](http://yourdictionary.com/idioms-for-kids.html))

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**Resources** 25

## Sight-Words; High Frequency Words

- 220 Dolch Sight-Words (**page 31**)
- 600 Fry's High-Frequency Words (**pages 32-37**)
- Pinterest.com/explore/fry-sight-words
- Fry's Instant Phrases
  - [amaesd.net/media/DIBELS/fry\\_600\\_instant\\_phrases.pdf](http://amaesd.net/media/DIBELS/fry_600_instant_phrases.pdf)
  - [uen.org/k-2educator/downloads/FryPhrases12.pdf](http://uen.org/k-2educator/downloads/FryPhrases12.pdf)
  - Google: Sight Word Apps – many are listed

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**Resources** **Amazon.com** 26

## Multi-Purpose Materials

- Sight-Word Steps
- Magnetic Whiteboard Spinners
- Cling Thing Message Board
- Magnetic Ten Frame Boards
- Bean Bags (frog or turtle)
- Pocket Charts (wall, table, magnetic)

**Other Multi-Purpose Materials YOU USE?**

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**Resources** **Sparklebox.co.uk** **AMAZING & FREE** 27

## Cards and DIY Cards

Picture cards:

- Lauri Photo Lang. Cards (40) 5½"x6"
- Super Duper Webber Photo Cards
- Make your own: [eslgamesplus.com](http://eslgamesplus.com), & [Kitzkikz.com/flashcards](http://Kitzkikz.com/flashcards) (both are free)

Free Board Games: DIY Online

- [eslgamesworld.com](http://eslgamesworld.com) ("printable games")
- [toolsforeducators.com/boardgames](http://toolsforeducators.com/boardgames)
- [mes-english.com/games/boardgames.php](http://mes-english.com/games/boardgames.php)
- [education.com/worksheets](http://education.com/worksheets)
- [eslgamesplus.com/board-games-cards-games/](http://eslgamesplus.com/board-games-cards-games/)

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# INSTILL the Love of Words: A Systematic Method to Teach Language

**Single-Word Vocabulary Instruction**  
Planning & Documentation Form (P&D Form)

Check Word Types: Write Dates; Attach Lists, etc. Date/Activities/Data 28

Words extracted from:

- Curriculum/Classroom Narratives
- Narrative Used in Therapy
- Other

Sight Words/High Frequency Words

- The first 25  25 - 50  50 - 75  75 - 100
- 100 - 125  125 - 150  150 - 175  175 - 200
- 200 - 300  300 - 400  400 - 500  500 - 600
- Classroom Curriculum Sight or High Frequency Words

Theme Words: Topic/Category ( nouns)

- Animals
- Household
- School
- Clothing
- Food
- 
- 

Theme Words: Language Targets

- Categories and Sort
- Word Meanings
- Synonyms
- Antonyms
- Associations
- Multiple Meanings
- Adjectives
- Action Words - Verbs
- Academic Words
- List Words
- Regular Plurals
- Irregular Plurals
- Regular Verbs
- Irregular Verbs
- Endings
- Suffixes
- Root Words
- Monos

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**An Alternative...** 29

## The "Meaningful Minute(s)"

- Sandwich in between "episodes"
- Everyone stands up (gets blood flowing), and repeats words
- Do choral reading, or do echo reading; Choose a Topic:
  - Prefixes/Suffixes
  - Irregular Plurals/Verbs
  - Synonyms/Ant.
  - Multi-Syllabic Words
  - Contractions
  - Test Words
  - High-Freq Words
  - Selected Idioms



Cards or List

Cling Thing, or Cling Thing Strips

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**Section 3** 30



**"INSTIL": The Love of Words!**

**Teaching Words Within a Narrative Context**

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# INSTILL the Love of Words: A Systematic Method to Teach Language

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- A child reads a book, or listens to a book, not to learn the story, but to enjoy it!



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- Literature suggests that exposure to novel vocabulary words through repeated readings of storybooks influences children's word learning....



"Learning New Words from Storybooks: An Efficacy Study with At-Risk Kindergartners," Justice, et al. (2005). (SLP study)

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## Narrative-Contextual Therapy

- The technique of using one activity, such as a story, poem, reader's theatre script, article, or song to stimulate interest and address embedded language concepts.
- Include Vocabulary (semantics), syntax, grammar, pragmatics, as well as reading fluency, intonation and prosody...
- Plant seeds and make them grow!



*In Context!*

**Plunge them into intriguing narrative experiences!**

©Char Boshart • SpeechDynamics.com "INSTIL" the Love of Words...

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# INSTILL the Love of Words: A Systematic Method to Teach Language

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## INSTIL: The Love of Words! Systematic Language Therapy

- **I:** is for Interview
- **N:** is for Narrative: (Choose & Plan)
- **S:** is for Start with Prior Knowledge
- **T:** is for Techniques: read book; intrigue/wonder; semantics/grammar instructions; interact/discuss
- **I:** is for Intensive Instruction of language targets; repetitive discrete activities
- **L:** is for Language Expansion: Higher level language; expansion (revise, create, discuss)

**Narrative Language Therapy: P & D Form (p. 38)**

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Let's Talk About YOU! (p. )

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## INSTIL: "T" is for Interview

In addition to evaluating, take 3 minutes to...

- *Talk with them about THEMSELVES*
- "You seem like a really interesting person! What are your favorite things to learn at school? What do you do when you're not at school? Pets? Hobbies? Favorite food? What kind of books do you get at the Media Center?"
- Their answers are potential narrative topics

**Talk with teachers & parents for relevancy info.**

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## INSTIL: "N" is for Narrative

- **A. Choose the type of Narrative:** Story, Poem, Article, Reader's Theater Script, Song Lyrics
- Choose intriguing topics; relatable; novelty and humor
- Select according to level of capabilities and language needs
- Can you include movement / involvement in your selection?

**SEMPCREEQ?**

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# INSTILL the Love of Words: A Systematic Method to Teach Language

Worksheet (page ) 37

## INSTIL: for Narrative

### B. Plan & Prepare

- Create a worksheet; TYPE THE NARRATIVE
- Go thru the narrative and underline the words, phrases, sentences, you want to emphasize
- Type the list of words, etc.
- Generate (known & unknown) word-cards, or picture-cards, and/or sentence strips
- Plan "Active Engagement" beyond word meanings; include movement and/or sound effects; manipulatives; pointers, etc.

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Do this Prior to Reading the Narrative Out Loud 38

## INSTIL: "S" is for Start with Prior Knowledge

- Give opportunities to talk about themselves/topic
- Connect their "known" with what will be learned: KNOWN-TO-NEW
- Share/Discuss/Ask (you & kids): Use this time for them to recall/express their knowledge of something they personally know
- "Michael, did you say you have a kitty at home?" He talks, others ask him questions, and others talk. *This happens prior to focusing on the book, etc.*

*Create Associations!  
Connections START with Prior Knowledge.*

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## INSTIL: "T" is for Techniques

### Four Steps:

Online stories: Google YouTube "animated children's stories"

After discussing "Prior Knowledge"...

1. Introduce the book; create intrigue and wonder
2. Read through one time; **Options:**
  - Read out loud, visuals of pictures (optional)
  - Provide appropriate Expression & Think-Alouds
  - Read original, or type on page, or do PowerPoint
  - Emphasize "Pronunciation" (imitate)
  - Pull up storylineonline.net; or, mrsp.com

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# INSTILL the Love of Words: A Systematic Method to Teach Language

**INSTIL: "T" is for Techniques**  40

**3. Re-read:** (1+ more times)

- PowerPoint: highlight or color selected words
- Paper: highlight, circle, finger-track, and repeat word several times; use word/phrase cards

Do INTERMITTANT "DROP-INS", "Oh, I wonder..."; provide word meanings (known/unknown), synonyms; emphasize root words, prefixes/suffixes, grammar, rhymes, fun-phrases, etc. Do motions/sound effects.

INTERACTIVE READING: Do echo 'reading'; or choral reading, or paired reading, or whisper reading (depending on needs and capabilities).

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**INSTIL: "T" is for Techniques** 41

**DISCUSS** (scaffold questions)

- "Did you like the story?" "Why?"
- "What was your favorite part?"
- "I'm interested...tell me one (or 3) word(s) about the story."
- "I'm trying to think what happened first in the story?" "Next?"
- "There was a word in the story: \_\_\_\_\_. Do you remember what it means?"
- "There was a word that means \_\_\_\_\_. Do you remember the word?"

 Plus Content Questions and Sequencing

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**INSTIL: "T" for Intensive Instruction** 42

- **Zero-in & Build-on;** establish the words and concepts; use several different "**discrete activities**" with the same words/concepts
- Provide Multiple Opportunities for them to encounter, play with, and learn the words:
  - Games (Multi-Purpose, etc.) 
  - Word Books.... **Reflect and connect the words and meaning back to the story!**

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**INSTIL: "I" for Intensive Instruction, cont.** <sup>43</sup>  
**Word-Books** **Max's Words (Kate Banks)**

- Word Books *pull everything together!*
- The child becomes a "Word Watcher" and selects the words he/she wants to include in HIS/HER BOOK
- When they select the words, they are more apt to remember them
- Not an assignment; no grades
- No set # of words per session
- Review the words every 2-3 sessions
- Encourage them to watch for the words IN CLASS

  
[Sparklebox.co.uk](http://Sparklebox.co.uk)

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**Banish Boring Words! By L. Shelton, Scholastic** <sup>44</sup>  
**INSTIL: "L" for Language Expansion**

Expand knowledge + verbal and print capabilities

- Add a follow-directions drawing activity; label
  - Animated Literacy, (Stone); Drawing Books, (Emberly)
- Revise, Replace and Read; (works well for poems or reader's theatre), replace and use the "best" words (synonyms; their decision)
- Do Gist, Summary, Retell
- Ask critical thinking questions; discuss characters & emotions, use target words
- Create a new ending to the narrative
- Record audio and/or video

  
**Do A Cinquain...**

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**INSTIL: "L" for Language Expansion** <sup>45</sup>  
**A Cinquain**

	Bird	Insect
A	Flighty, thirsty	Hidden, hungry
B	Darting, searching, buzzing	Chirping, chewing, hopping
C	Hovers as if stunned	Sings in the choir
D	Hummingbird 	Cricket
E		

To Create Cinquain: 5 Lines (a "shape" poem)

- One general topic/subject word
- Two vivid adjectives that describes topic
- Three interesting -ing action verbs
- Four words that captures the topic
- One specific word that explains Line A

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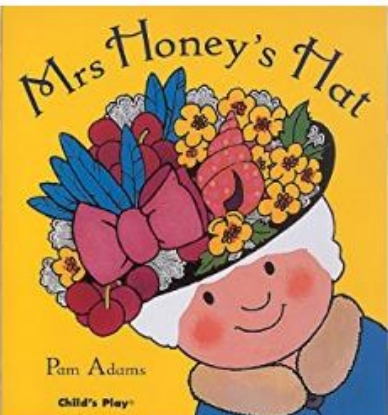
# INSTILL the Love of Words: A Systematic Method to Teach Language

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**Narrative**  
P&D,  
Page 38

Mrs. Honey's  
Hat  
Worksheet,  
Page 38

**Single-  
Word**  
P&D,  
Page 40



Pam Adams  
Child's Play®

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### In "Mrs. Honey's Hat" Did We Include SEMPCREEQ?

- SStorage: Make sense? Relevant?
- Emotions
- Movement/Involvement
- Pronunciation
- Context
- Repeated Readings
- Echo Reading
- A variety of Exposures
- Good Questions



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## Questions? Comments?



***Thank you for attending!  
All the BEST to YOU!***

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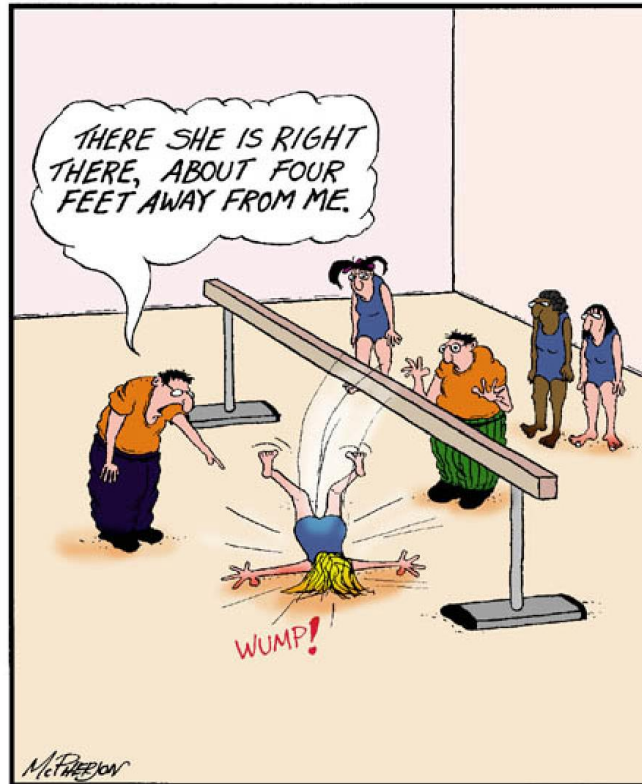
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# Appendix



**Dan just wasn't working out as a spotter for the gymnastics team.**

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Title: \_\_\_\_\_

Colloidal gold immunocytochemical preparations illustrating the expression of amelogenin by differentiating ameloblasts. Amelogenin molecules are immune-detected extracellularly early during the presecretory stage, before the removal of the basement membrane separating ameloblasts from the developing predentin matrix. Thereafter, enamel proteins accumulate as patches at the interface with dentin and then as a uniform layer of initial enamel.

Note the following in the above picture: Distal junctional complex, infolded membrane, matrix vesicle, odontoblast process, proximal portion of Tomes' process, and secretory granule.

# Single-Word Vocabulary Instruction Planning & Documentation Form (P&D Form)

**Check Word Types; Write Dates; Attach Lists, etc.**

Words extracted from:

- Curriculum/Classroom Narratives: \_\_\_\_\_
- Narrative Used in Therapy: \_\_\_\_\_
- Other: \_\_\_\_\_

Sight-Words/High Frequency Words

- The first 25    25 - 50;    50 - 75;    75 - 100
- 100 - 125;    125 - 150;    150 - 175;    175 - 200
- 200 - 300;    300 - 400;    400 - 500;    500 - 600
- Classroom Curriculum Sight or High Frequency Words: \_\_\_\_\_

Theme: Topic/Category (nouns)

- Animals;    Household;    School;    Clothing;    Food
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Theme: Language Targets

- Phonological Awareness: \_\_\_\_\_
- Categorize and Sort: \_\_\_\_\_
- Word Meanings: \_\_\_\_\_
- Synonyms: \_\_\_\_\_
- Antonyms: \_\_\_\_\_
- Associations: \_\_\_\_\_
- Multiple Meanings: \_\_\_\_\_
- Adjectives: \_\_\_\_\_
- Action Words - Verbs: \_\_\_\_\_
- Academic Words: \_\_\_\_\_
- Test Words: \_\_\_\_\_
- Regular Plurals: \_\_\_\_\_
- Irregular Plurals: \_\_\_\_\_
- Regular Verbs: \_\_\_\_\_
- Irregular Verbs: \_\_\_\_\_
- Prefixes: \_\_\_\_\_
- Suffixes: \_\_\_\_\_
- Root Words: \_\_\_\_\_
- Idioms: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Other: \_\_\_\_\_

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**Date/Activities/Data**

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# 30 Test Terms

Words you need to know to answer questions properly.



___ Analyze	To consider/think of something carefully and come up with an answer.
___ Answer	To write what you think is the correct answer to a question.
___ Check	1. To read the question and all the answers, then choose the correct one. 2. Once done, go back and double-check all of your answers.
___ Choose	Read the question carefully then choose, select, or pick the correct answer.
___ Compare	Tell how two items are similar.
___ Contrast	Tell how two items are different.
___ Define	Give the meaning of the word (definition).
___ Describe	Tell the details of something; what it is like. Write it so the reader sees in their mind what you see in yours.
___ Detail	Tell the facts about someone or something.
___ Discuss	To write or talk about something; include facts and options.
___ Evaluate	To consider something or someone to decide how good or bad they are.
___ Explain	To describe something to someone so they can understand it.
___ Explain why	To give reasons behind why something happened.
___ Fact	Something that you know is true.
___ Identify	To find out who or what a person or thing is.
___ Infer	To come to a conclusion from the facts that are known.
___ Justify	To write how a decision or action is reasonable or necessary.
___ List	To make a list. To write or say names or things one after another.
___ List Facts	To list only the known pieces of information; not your opinion.
___ Main idea	The main point of the story (not necessarily the main thing that happened).
___ Persuade	To change someone's mind.
___ Point of View	Your opinion about something or someone.
___ Provide	To write or give the answer that is wanted/asked.
___ Retell	To give details about a story or event.
___ Sequence	To tell something in the order that they happened.
___ Solve	To find an answer to a problem or a question.
___ Summarize	To tell the most important points about something.
___ Support	To build a case (give details) so the reader is persuaded to your side.
___ Synthesize	To pull all the points of information together; to make sense of it.
___ Tell Opinion	To tell what you think or feel about something; does not always contain facts.

# Action-Word Lists

## Vocabulary Enrichment and/or Word Recognition



These vocabulary words can be used as a core for any small group or in-class activity.

- Act out the word. Put word card in a container, child draws out a word, reads (or instructor reads for him/her), and the child acts out the word. The other children guess the action. Play in teams.
- Do/identify/say tenses: will wiggle, is wiggling, has wiggled, etc., as they move.
- Identify an action, then demonstrate a character doing the action.
- Do Multiple Meanings (ex. rock); Synonyms (spin/whirl); Antonyms (run/dawdle)
- Use to create similes: wiggle like a worm.
- Select several words and use as Story Words; put in Word Books.
- Put on cards and put up on your Word Wall (in categories).
- Combine to make phrases and sentences with other sight words (Dolch/Fry).
- Use in any PowerPoint game, board game, etc.

## Action-Word Lists

### 1. Standing in Place – Make Your Body:

___ wiggle	___ shake	___ lean	___ collapse
___ squirm	___ rock	___ stretch	___ sag
___ bend	___ sway	___ uncurl	___ hang
___ twist	___ bounce	___ rise up	___ slouch
___ turn	___ bob	___ contract	___ droop
___ whirl	___ tumble	___ curl up	___ sink
___ spin	___ fall down	___ crumple	___ flop

### 2. Move From Place to Place – Make Your Body:

___ creep	___ march	___ walk	___ roll
___ crawl	___ tramp	___ meander	___ hop
___ run	___ gallop	___ saunter	___ leap
___ scramble	___ stride	___ amble	___ skip
___ sprint	___ prance	___ plod	___ stagger
___ scurry	___ strut	___ trudge	___ slink
___ race	___ limp	___ dawdle	___ dodge
___ hustle	___ hobble	___ stroll	___ duck

### 3. Make Your Legs and Feet:

___ kick	___ stomp	___ tap	___ flex
___ shuffle	___ trample	___ tip-toe	___ stumble
___ scuff	___ drag	___ slip	___ stagger

### 4. Make Your Hands:

___ close	___ snatch	___ open	___ pinch
___ clasp	___ grab	___ stroke	___ poke
___ clench	___ pluck	___ beckon	___ point
___ grasp	___ scratch	___ pick	___ tap
___ squeeze	___ wring	___ slap	___ clap
___ knead	___ pat	___ rub	___ jab

## Action-Word Lists – Page 2

### 5. Make Your Arms and Hands:

___pound	___reach	___push	___throw
___beat	___wave	___thrust	___fling
___punch	___slice	___stir	___catch
___sweep	___chop	___weave	___lace
___lift	___cut	___clutch	___intertwine
___strike	___pull	___dig	___grind

### 6. Make Your Face:

___smile	___silly looking	___frown	___glare
___grin	___squint	___shocked	___stare
___look sad	___surprised	___afraid	___grimace
___pout	___pucker up	___wince	___smirk

### 7. Act –Out These Moods and Emotions on your Face and Body:

___joy	___gratitude	___sorrow	___contempt
___delight	___wonder	___loneliness	___anxiety
___happiness	___generosity	___pity	___frustration
___gaiety	___reverence	___anger	___despair
___love	___repentance	___rage	___anticipation
___satisfaction	___boredom	___disgust	___reluctance
___contentment	___resentment	___pain	___jealousy
___hope	___pride	___fear	___envy
___compassion	___shame	___surprise	___greed
___admiration	___impatience	___doubt	___loneliness

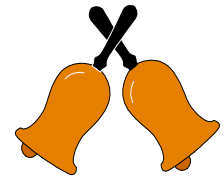
### 8. Mime, Act-Out, Dramatize The Following:

___yawning	___mumbling	___panting	___croaking
___sighing	___speaking	___coughing	___barking
___groaning	___cooling	___hiccupping	___twittering
___moaning	___calling	___wheezing	___crowing
___grunting	___chuckling	___murmuring	___squalling
___growling	___rustling	___muttering	___neighing
___howling	___snoring	___sputtering	___shinnying
___roaring	___whimpering	___whistling	___rattling
___bellowing	___wailing	___hissing	___cackling
___screeching	___shouting	___clanging	___ringing
___screaming	___laughing	___hooting	___honking
___crying	___sneezing	___creaking	___buzzing
___sobbing	___snickering	___braying	___purring
___gasping	___tittering	___whispering	___ticking
___shrieking	___giggling	___singing	___chirping
___shining	___sniffing	___humming	___squeaking

Revised and Referenced from: *The Reading Teacher's Book of Lists, fifth edition, 2006*  
By Edward B. Fry and Jacqueline E. Kress

SpeechDynamics.com

# Irregular Verbs



A:  
\_\_\_ arise - arose  
\_\_\_ awake - awoke

B:  
\_\_\_ be - was/were  
\_\_\_ bear - bore  
\_\_\_ beat - beat  
\_\_\_ become - became  
\_\_\_ begin - began  
\_\_\_ bend - bent  
\_\_\_ bet - bet  
\_\_\_ bind - bound  
\_\_\_ bite - bit,  
\_\_\_ bleed - bled  
\_\_\_ blow - blew  
\_\_\_ break - broke  
\_\_\_ breed - bred  
\_\_\_ bring - brought  
\_\_\_ build - built  
\_\_\_ burn - burned/burnt  
\_\_\_ burst - burst  
\_\_\_ buy - bought

C:  
\_\_\_ cast - cast  
\_\_\_ catch - caught  
\_\_\_ choose - chose  
\_\_\_ cling - clung  
\_\_\_ come - came  
\_\_\_ cost - cost  
\_\_\_ creep - crept  
\_\_\_ cut - cut

D, E:  
\_\_\_ deal - dealt  
\_\_\_ dig - dug  
\_\_\_ do - did  
\_\_\_ draw - drew  
\_\_\_ dream - dreamed/dreamt  
\_\_\_ drive - drove  
\_\_\_ drink - drank  
\_\_\_ eat - ate

F  
\_\_\_ fall - fell  
\_\_\_ feed - fed  
\_\_\_ feel - felt  
\_\_\_ fight - fought  
\_\_\_ find - found  
\_\_\_ flee - fled  
\_\_\_ fling - flung  
\_\_\_ fly - flew  
\_\_\_ forbid - forbade  
\_\_\_ forecast - forecast  
\_\_\_ foresee - foresaw  
\_\_\_ foretell - foretold  
\_\_\_ forget - forgot  
\_\_\_ forgive - forgave  
\_\_\_ freeze - froze

G:  
\_\_\_ get - got  
\_\_\_ give - gave  
\_\_\_ go - went  
\_\_\_ grind - ground  
\_\_\_ grow - grew

H, I:  
\_\_\_handwrite - handwrote  
\_\_\_hang - hung  
\_\_\_have - had  
\_\_\_hear - heard  
\_\_\_hide - hid  
\_\_\_hit - hit  
\_\_\_hold - held  
\_\_\_hurt - hurt  
\_\_\_inlay - inlaid  
(no "j" words)

K, L:  
\_\_\_keep - kept  
\_\_\_kneel - knelt/kneeled  
\_\_\_know - knew  
\_\_\_lay - laid  
\_\_\_lead - led  
\_\_\_learn - learned/learnt  
\_\_\_leave - left  
\_\_\_lend - lent  
\_\_\_let - let  
\_\_\_lie - lay  
\_\_\_lose - lost

M:  
\_\_\_make - made  
\_\_\_mean - meant  
\_\_\_meet - met  
\_\_\_mislead - misled  
\_\_\_mistake - mistook  
\_\_\_misunderstand - misunderstood  
(no "n" words)

O, P, Q  
\_\_\_offset - offset  
\_\_\_outbid - outbid  
\_\_\_outdo - outdid  
\_\_\_outgrow - outgrew  
\_\_\_outrun - outran  
\_\_\_overdo - overdid  
\_\_\_overeat - overate  
\_\_\_overhear - overheard  
\_\_\_oversee - oversaw  
\_\_\_overspend - overspent  
\_\_\_overtake - overtook  
\_\_\_overthrow - overthrew  
\_\_\_partake - partook  
\_\_\_pay - paid  
\_\_\_prove - proved  
\_\_\_put - put  
\_\_\_quit - quit

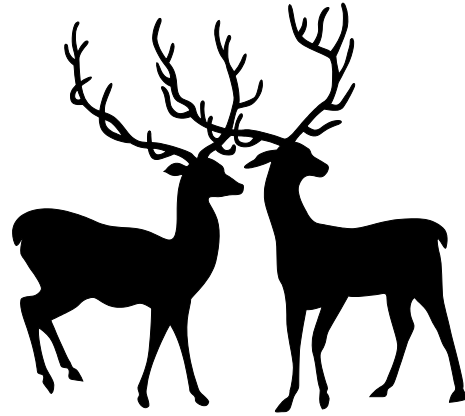
R:  
\_\_\_read - read  
\_\_\_rid - rid  
\_\_\_ride - rode  
\_\_\_ring - rang  
\_\_\_rise - rose  
\_\_\_run - ran

S:  
\_\_\_say - said  
\_\_\_see - saw  
\_\_\_seek - sought  
\_\_\_sell - sold

\_\_\_ send - sent  
\_\_\_ set - set  
\_\_\_ sew - sewed  
\_\_\_ shake - shook  
\_\_\_ shed - shed  
\_\_\_ shoot - shot  
\_\_\_ show - showed  
\_\_\_ shrink - shrank  
\_\_\_ shut - shut  
\_\_\_ sing - sang  
\_\_\_ sit - sat  
\_\_\_ sleep - slept  
\_\_\_ slide - slid  
\_\_\_ sling - slung  
\_\_\_ slit - slit  
\_\_\_ speak - spoke  
\_\_\_ spend - spent  
\_\_\_ spin - spun  
\_\_\_ spread - spread  
\_\_\_ spring - sprang/sprung  
\_\_\_ stand - stood  
\_\_\_ stick - stuck  
\_\_\_ sting - stung  
\_\_\_ stride - strode  
\_\_\_ string - strung  
\_\_\_ swear - swore  
\_\_\_ sweep - swept  
\_\_\_ swim - swam  
\_\_\_ swing - swung

T, U, W  
\_\_\_ take - took  
\_\_\_ teach - taught  
\_\_\_ tear - tore  
\_\_\_ tell - told  
\_\_\_ think - thought  
\_\_\_ throw - threw  
\_\_\_ thrust - thrust  
\_\_\_ tread - trod  
\_\_\_ understand - understood  
\_\_\_ undo - undid  
\_\_\_ uphold - upheld  
\_\_\_ upset - upset  
(no "v" words)  
\_\_\_ wake - woke  
\_\_\_ waylay - waylaid  
\_\_\_ wear - wore  
\_\_\_ weave - wove/weaved  
\_\_\_ weep - wept  
\_\_\_ wet - wet  
\_\_\_ win - won  
\_\_\_ wind - wound  
\_\_\_ withdraw - withdrew  
\_\_\_ withhold - withheld  
\_\_\_ wring - wrung  
\_\_\_ write - wrote  
(no "x", "y", "z" words)

# Irregular Plurals



## *Add “es” to words*

*ending in ss, z, ch, ch, x*

___tax	taxes
___waltz	waltzes
___glass	glasses
___switch	switches
___wish	wishes

## *Change “y” to “i” and add “es”*

___sky	skies
___fly	flies

## *Change “f” or “fe” to “v” and add “es”*

___leaf	leaves
___elf	elves
___shelf	shelves
___thief	thieves
___wolf	wolves
___half	halves
___calf	calves
___loaf	loaves
___self	selves
___knife	knives
___wife	wives
___life	lives

## *Major Spelling Change*

___goose	geese
___mouse	mice
___food	feed
___man	men
___woman	women
___child	children
___foot	feet
___tooth	teeth

## *Constant Form*

___deer	deer
___reindeer	reindeer
___sheep	sheep
___buffalo	buffalo
___moose	moose
___spaghetti	spaghetti

## *Intrinsic Plural Form*

___pants
___scissors
___stilts
___clothes
___spectacles
___binoculars
___pliers
___trousers
___shorts
___glasses
___police
___cattle

## *Plural in Form but Singular in Meaning*

___mumps
___news
___mathematics
___measles
___physics
___economics
___series
___woods
___gallows
___species





Referenced from:  
*The Reading  
 Teacher's Book of  
 Lists*, by Edward B.  
 Fry and Jacqueline  
 E. Kress, 2006

# The Most Common Prefixes and Suffixes

Rank	Prefix	Meaning	%	Example
<i>The 20 Most Common <u>Prefixes</u> that Account for 95% of Occurrences</i>				
1	<b>un</b>	not, opposite of	26	unhappy
2	<b>re</b>	again, back	14	return
3	<b>in, im, ir, ill</b>	not, opposite of	11	indirect
4	<b>dis</b>	not, opposite of	7	discover
5	<b>en, em</b>	cause to	4	enjoy
6	<b>non</b>	not, opposite of	4	nonfiction
7	<b>in, im</b>	in or into	4	inside
8	<b>over</b>	too much, above	3	overgrown
9	<b>mis</b>	wrongly	3	mistake
10	<b>sub</b>	under, lower	3	submarine
11	<b>pre</b>	before	3	prepared
12	<b>inter</b>	between, among	3	international
13	<b>fore</b>	before	3	foresee
14	<b>de</b>	opposite of, down	2	decent
15	<b>trans</b>	across	2	transport
16	<b>super</b>	above, beyond	1	supermarket
17	<b>semi</b>	half	1	semicircle
18	<b>anti</b>	against	1	antiwar
19	<b>mid</b>	middle	1	midsemester
20	<b>under</b>	too little, below	1	underfed
<i>The 20 Most Common <u>Suffixes</u> that Account for 93% of Occurrences</i>				
1	<b>s, es</b>	plurals	31	boys
2	<b>ed</b>	past-tense verbs	20	wanted
3	<b>ing</b>	verb form/present participle	14	playing
4	<b>ly</b>	characteristic of	7	friendly
5	<b>er, or</b>	person connected with	4	teacher
6	<b>ion, tion, ation, ition</b>	act, process	4	action
7	<b>ible, able</b>	can be done	2	likeable
8	<b>al, ial</b>	having characteristics of	1	final
9	<b>y</b>	characterized by	1	funny
10	<b>ness</b>	state of, condition of	1	happiness
11	<b>ity, ty</b>	state of	1	activity
12	<b>ment</b>	action or process	1	enjoyment
13	<b>ic</b>	having characteristics of	1	comic
14	<b>ous, eous, ious,</b>	possessing the qualities of	1	serious
15	<b>en</b>	made of	1	enliven
16	<b>er</b>	comparative	1	bigger
17	<b>ive, ative, itive</b>	adjective form of a noun	1	attentive
18	<b>ful</b>	full of	1	sorrowful
19	<b>less</b>	without	1	hopeless
20	<b>est</b>	comparative	1	biggest



## CONTRACTIONS

___ is not	isn't	___ I had	I'd
___ are not	aren't	___ you had	you'd
___ did not	didn't	___ he has	he's
___ do not	don't	___ she has	she's
___ does not	doesn't	___ I have	I've
___ cannot	can't	___ you have	you've
___ have not	haven't	___ we have	we've
___ had not	hadn't	___ they have	they've
___ has not	hasn't	___ would have	would've
___ could not	couldn't	___ might have	might've
___ should not	shouldn't	___ could have	could've
___ was not	wasn't	___ should have	should've
___ must not	mustn't	___ I will	I'll
___ will not	won't	___ he will	he'll
___ were not	weren't	___ she will	she'll
___ would not	wouldn't	___ it will	it'll
___ he is	he's	___ you will	you'll
___ she is	she's	___ we will	we'll
___ it is	it's	___ they will	they'll
___ here is	here's	___ I would	I'd
___ what is	what's	___ he would	he'd
___ who is	who's	___ she would	she'd
___ that is	that's	___ you would	you'd
___ there is	there's	___ we would	we'd
___ where is	where's	___ they would	they'd
___ who is	who's	___ let us	let's
___ I am	I'm		
___ you are	you're		
___ we are	we're		
___ they are	they're		

# Semantic Gradients

## "Shades of Meaning"



Directions: Choose from the following words and write them in order of meaning from one antonym to the other, above the vertical lines.

_____ <u>happy</u> _____	_____ <u>euphoric</u> _____	_____ <u>elated</u> _____	_____ <u>unhappy</u> _____
_____ <u>glum</u> _____	_____ <u>despondent</u> _____	_____ <u>sad</u> _____	

Despondent

Euphoric



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



# Semantic Gradients

## "Shades of Meaning"



Directions: Choose from the following words and write them in order of meaning from one antonym to the other, above the vertical lines.

_____	_____	_____	_____
_____	_____	_____	_____



_____	_____	_____	_____
_____	_____	_____	_____

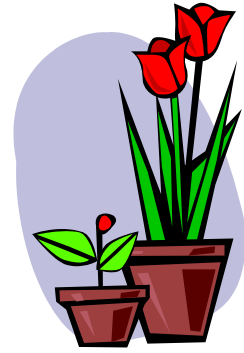


_____	_____	_____	_____
_____	_____	_____	_____



# Terms for Synonyms, Antonyms, and Semantic Gradients

## Becks Tier 2 Words



Teach the target pairs, first (synonyms and antonyms), then select appropriate words from each group and do Semantic Gradients. The following are listed in alphabetical order of the first item in each pair, not in the order of difficulty.

afraid	scared, fearful, frightened, worried, anxious, apprehensive, terrified, petrified
bold	unafraid, daring, fearless, heroic, courageous, valiant
ask	question, seek information, request, demand, inquire, probe, query, interrogate
answer	reply, respond, react, retort
beautiful	pretty, lovely, attractive, gorgeous, pleasing, dazzling, magnificent, stunning, fair
ugly	plain, homely, horrible, unpleasant, frightful, ghastly, horrid, repulsive, hideous
begin	start, initiate, commence, originate
end	stop, finish, halt, discontinue, conclude, terminate
big	large, huge, grand, enormous, immense, gigantic, vast, astronomical
little	small, tiny, itty-bitsy, slight, petite, miniature, microscopic
brave	bold, fearless, daring, courageous, gallant
cowardly	weak, faint-hearted, lily-livered, gutless, spineless
bright	shiny, shimmering, brilliant, sparkling, radiant, vivid, luminous
dark	dim, black, unlit, sunless, gloomy, shaded, shadowy, dismal
calm	quiet, still, relaxed, cool, unexcited, peaceful, tranquil, serene, composed
nervous	tense, worried, anxious, edgy, jumpy, panicky
dangerous	unsafe, risky, threatening, chancy, hazardous, perilous
safe	harmless, secure, protected, benign
funny	silly, laughable, amusing, humorous, comical, witty
serious	unsmiling, stern, humorless, solemn, somber, grim
good	fine, wonderful, excellent, superior, marvelous
bad	horrible, inappropriate, inferior, unsuitable, faulty
happy	glad, pleased, delighted, cheerful, joyful, elated, blissful, ecstatic, euphoric
sad	down, unhappy, miserable, depressed, gloomy, blue, dejected, glum, despondent
help	assist, aid, support, encourage, back, serve, relieve
hinder	stop, limit, deter, burden, interfere, sabotage, impede
hot	warm, heated, burning, fiery, scorching, blistering, sizzling, scalding
cold	freezing, chilly, frosty, icy, frozen, wintry, arctic

important	mail, primary, key, valuable, significant, critical, essential, vital, imperative,
unimportant	minor, petty, insignificant, frivolous, trifling
lazy	inactive, idle, sluggish, slothful
energetic	active, lively, peppy, spirited, enthusiastic, animated
love	like, care for, admire, appreciate, adore, devoted, cherish, treasure, worship
hate	dislike, disapprove, despise, detest, abhor, loathe
neat	clean, well-kept, orderly, tidy, well-organized, arranged
messy	untidy, cluttered, jumbled, disorderly, chaotic
new	fresh, recent, up-to-date, current, original, modern, contemporary
old	older, out-of-date, dated, aged, ancient
noisy	loud, blaring, deafening, piercing, raucous
quiet	silent, still, calm, restful, peaceful, mute, soundless, serene
odd	strange, weird, unusual, uncommon, peculiar, offbeat, eccentric
ordinary	normal, regular, usual, average, familiar, routine, commonplace, conventional
preserve	keep, save, uphold, maintain, uphold, sustain, conserve
destroy	end, finish, terminate, extinguish, abolish
right	true, correct, spot-on, accurate, exact, precise, factual
wrong	false, incorrect, mistaken, erroneous
run	race, rush, hurry, hustle, sprint, flee, dart, dash, scramble, scurry, scamper
walk	stroll, plod, trudge, dawdle, saunter, amble, meander
slow	unhurried, gradual, sluggish, measured, leisurely
fast	quick, speedy, rapid, brisk, high-speed, hasty, swift
stop	stay, pause, quit, end, halt, cease, finish, discontinue, conclude
go	begin, leave, move, depart, commence
take	rob, steal, remove, snatch, grab, withhold, seize
give	share, lend, offer, present, furnish, award, impart
delicious	tasty, yummy, mouthwatering, appetizing, scrumptious, delectable
tasteless	bland, flavorless, flat, weak, dull, unsavory
true	right, accurate, correct, exact
false	wrong, untrue, incorrect, made-up, deceptive
work	effort, labor, toil, exert oneself; employment
play	fun, recreation, amusement, frolic



## Dolch Sight-Word List

Pre-primer	Primer	Grade One	Grade Two	Grade Three
___a	___all	___after	___always	___about
___and	___am	___again	___around	___better
___away	___are	___an	___because	___bring
___big	___at	___any	___been	___carry
___blue	___ate	___ask	___before	___clean
___can	___be	___as	___best	___cut
___come	___black	___by	___both	___done
___down	___brown	___could	___buy	___draw
___find	___but	___every	___call	___drink
___for	___came	___fly	___cold	___eight
___funny	___did	___from	___does	___fall
___go	___do	___give	___don't	___far
___help	___eat	___going	___fast	___full
___here	___four	___had	___first	___got
___I	___get	___has	___five	___grow
___in	___good	___her	___found	___hold
___is	___have	___him	___gave	___hot
___it	___he	___his	___goes	___hurt
___jump	___into	___how	___green	___if
___little	___like	___just	___its	___keep
___look	___must	___know	___made	___kind
___make	___new	___let	___many	___laugh
___me	___no	___live	___off	___light
___my	___now	___may	___or	___long
___not	___on	___of	___pull	___much
___one	___our	___old	___read	___myself
___play	___out	___once	___right	___never
___red	___please	___open	___sing	___only
___run	___pretty	___over	___sit	___own
___said	___ran	___put	___sleep	___pick
___see	___ride	___round	___tell	___seven
___the	___saw	___some	___their	___shall*
___three	___say	___stop	___these	___show
___to	___she	___take	___those	___six
___two	___so	___thank	___upon	___small
___up	___soon	___them	___us	___start
___we	___that	___then	___use	___ten
___where	___there	___think	___very	___today
___yellow	___they	___walk	___wash	___together
___you	___this	___were	___which	___try
	___too	___when		___warm

Speech Dynamics, Inc.

# High Frequency Words: First Hundred



These are the most common words in English, ranked in frequency order. The first 25 make up about a third of all printed material. The first 100 make up about half of all written material, and the first 300 make up about 65% of all written material. Words well researched; based on a five-million-word count.

1 – 25	25 – 50	51 – 75	76 – 100
___the	___or	___will	___number
___of	___one	___up	___no
___and	___had	___other	___way
___a	___by	___about	___could
___to	___word	___out	___people
___in	___but	___many	___my
___is	___not	___then	___than
___you	___what	___them	___first
___that	___all	___these	___water
___it	___were	___so	___been
___he	___we	___some	___call
___was	___when	___her	___who
___for	___your	___would	___am
___on	___can	___make	___its
___are	___said	___like	___now
___as	___there	___him	___find
___with	___use	___into	___long
___his	___an	___time	___down
___they	___each	___has	___day
___I	___which	___look	___did
___at	___she	___two	___get
___be	___do	___more	___come
___this	___how	___right	___made
___have	___their	___go	___may
___from	___if	___see	___part

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# High Frequency Words: Second Hundred



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## 101 – 125

\_\_\_over  
\_\_\_new  
\_\_\_sound  
\_\_\_take  
\_\_\_only  
\_\_\_little  
\_\_\_work  
\_\_\_know  
\_\_\_place  
\_\_\_year  
\_\_\_live  
\_\_\_me  
\_\_\_back  
\_\_\_give  
\_\_\_most  
\_\_\_very  
\_\_\_after  
\_\_\_thing  
\_\_\_our  
\_\_\_just  
\_\_\_name  
\_\_\_good  
\_\_\_sentence  
\_\_\_man  
\_\_\_think

## 126 – 150

\_\_\_say  
\_\_\_great  
\_\_\_where  
\_\_\_help  
\_\_\_through  
\_\_\_much  
\_\_\_before  
\_\_\_line  
\_\_\_right  
\_\_\_too  
\_\_\_mean  
\_\_\_old  
\_\_\_any  
\_\_\_same  
\_\_\_tell  
\_\_\_boy  
\_\_\_follow  
\_\_\_came  
\_\_\_want  
\_\_\_show  
\_\_\_also  
\_\_\_around  
\_\_\_farm  
\_\_\_three  
\_\_\_small

## 151 – 175

\_\_\_set  
\_\_\_put  
\_\_\_end  
\_\_\_does  
\_\_\_another  
\_\_\_well  
\_\_\_large  
\_\_\_must  
\_\_\_big  
\_\_\_even  
\_\_\_such  
\_\_\_because  
\_\_\_turn  
\_\_\_here  
\_\_\_why  
\_\_\_ask  
\_\_\_went  
\_\_\_men  
\_\_\_read  
\_\_\_need  
\_\_\_land  
\_\_\_different  
\_\_\_home  
\_\_\_us  
\_\_\_move

## 176 – 200

\_\_\_try  
\_\_\_kind  
\_\_\_hand  
\_\_\_picture  
\_\_\_again  
\_\_\_change  
\_\_\_off  
\_\_\_play  
\_\_\_spell  
\_\_\_air  
\_\_\_away  
\_\_\_animal  
\_\_\_house  
\_\_\_point  
\_\_\_page  
\_\_\_letter  
\_\_\_mother  
\_\_\_answer  
\_\_\_found  
\_\_\_study  
\_\_\_still  
\_\_\_learn  
\_\_\_should  
\_\_\_America  
\_\_\_world

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# High Frequency Words: Third Hundred



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## 201 – 225

\_\_\_ high  
\_\_\_ every  
\_\_\_ near  
\_\_\_ add  
\_\_\_ food  
\_\_\_ between  
\_\_\_ own  
\_\_\_ below  
\_\_\_ country  
\_\_\_ plant  
\_\_\_ last  
\_\_\_ school  
\_\_\_ father  
\_\_\_ keep  
\_\_\_ tree  
\_\_\_ never  
\_\_\_ start  
\_\_\_ city  
\_\_\_ earth  
\_\_\_ eye  
\_\_\_ light  
\_\_\_ thought  
\_\_\_ head  
\_\_\_ under  
\_\_\_ story

## 226 – 250

\_\_\_ saw  
\_\_\_ left  
\_\_\_ don't  
\_\_\_ few  
\_\_\_ while  
\_\_\_ along  
\_\_\_ might  
\_\_\_ close  
\_\_\_ something  
\_\_\_ seem  
\_\_\_ next  
\_\_\_ hard  
\_\_\_ open  
\_\_\_ example  
\_\_\_ begin  
\_\_\_ life  
\_\_\_ always  
\_\_\_ those  
\_\_\_ both  
\_\_\_ paper  
\_\_\_ together  
\_\_\_ got  
\_\_\_ group  
\_\_\_ often  
\_\_\_ run

## 251 – 275

\_\_\_ important  
\_\_\_ until  
\_\_\_ children  
\_\_\_ side  
\_\_\_ feet  
\_\_\_ car  
\_\_\_ mile  
\_\_\_ night  
\_\_\_ walk  
\_\_\_ white  
\_\_\_ sea  
\_\_\_ began  
\_\_\_ grow  
\_\_\_ took  
\_\_\_ river  
\_\_\_ four  
\_\_\_ carry  
\_\_\_ state  
\_\_\_ once  
\_\_\_ book  
\_\_\_ hear  
\_\_\_ stop  
\_\_\_ without  
\_\_\_ second  
\_\_\_ later

## 276 – 300

\_\_\_ miss  
\_\_\_ idea  
\_\_\_ enough  
\_\_\_ eat  
\_\_\_ facet  
\_\_\_ watch  
\_\_\_ far  
\_\_\_ Indian  
\_\_\_ really  
\_\_\_ almost  
\_\_\_ let  
\_\_\_ above  
\_\_\_ girl  
\_\_\_ sometimes  
\_\_\_ mountain  
\_\_\_ cut  
\_\_\_ young  
\_\_\_ talk  
\_\_\_ soon  
\_\_\_ list  
\_\_\_ song  
\_\_\_ being  
\_\_\_ leave  
\_\_\_ family  
\_\_\_ it's

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# High Frequency Words: Fourth Hundred



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## 301 – 325

\_\_\_body  
\_\_\_music  
\_\_\_color  
\_\_\_stand  
\_\_\_sun  
\_\_\_question  
\_\_\_fish  
\_\_\_area  
\_\_\_mark  
\_\_\_dog  
\_\_\_horse  
\_\_\_birds  
\_\_\_problem  
\_\_\_complete  
\_\_\_room  
\_\_\_knew  
\_\_\_since  
\_\_\_ever  
\_\_\_piece  
\_\_\_told  
\_\_\_usually  
\_\_\_didn't  
\_\_\_friends  
\_\_\_easy  
\_\_\_heard

## 326 – 350

\_\_\_order  
\_\_\_red  
\_\_\_door  
\_\_\_sure  
\_\_\_become  
\_\_\_top  
\_\_\_ship  
\_\_\_across  
\_\_\_today  
\_\_\_during  
\_\_\_short  
\_\_\_better  
\_\_\_best  
\_\_\_however  
\_\_\_low  
\_\_\_hours  
\_\_\_black  
\_\_\_products  
\_\_\_happened  
\_\_\_whole  
\_\_\_measure  
\_\_\_remember  
\_\_\_early  
\_\_\_waves  
\_\_\_reached

## 351 – 375

\_\_\_listen  
\_\_\_wind  
\_\_\_rock  
\_\_\_space  
\_\_\_covered  
\_\_\_fast  
\_\_\_several  
\_\_\_hold  
\_\_\_himself  
\_\_\_toward  
\_\_\_five  
\_\_\_step  
\_\_\_morning  
\_\_\_passed  
\_\_\_vowel  
\_\_\_true  
\_\_\_hundred  
\_\_\_against  
\_\_\_pattern  
\_\_\_numeral  
\_\_\_table  
\_\_\_north  
\_\_\_slowly  
\_\_\_money  
\_\_\_map

## 376 – 400

\_\_\_farm  
\_\_\_pulled  
\_\_\_draw  
\_\_\_voice  
\_\_\_seen  
\_\_\_cold  
\_\_\_cried  
\_\_\_plan  
\_\_\_notice  
\_\_\_south  
\_\_\_sing  
\_\_\_war  
\_\_\_ground  
\_\_\_fall  
\_\_\_king  
\_\_\_town  
\_\_\_I'll  
\_\_\_unit  
\_\_\_figure  
\_\_\_certain  
\_\_\_field  
\_\_\_travel  
\_\_\_wood  
\_\_\_fire  
\_\_\_upon

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# High Frequency Words: Fifth Hundred



These are the most common words in English, ranked in frequency order. The first 25 make up about a third of all printed material. The first 100 make up about half of all written material, and the first 300 make up about 65% of all written material. Words well researched; based on a five-million-word count.

401 – 425

\_\_\_ done  
\_\_\_ English  
\_\_\_ road  
\_\_\_ halt  
\_\_\_ ten  
\_\_\_ fly  
\_\_\_ gave  
\_\_\_ box  
\_\_\_ finally  
\_\_\_ wait  
\_\_\_ correct  
\_\_\_ oh  
\_\_\_ quickly  
\_\_\_ person  
\_\_\_ became  
\_\_\_ shown  
\_\_\_ minutes  
\_\_\_ strong  
\_\_\_ verb  
\_\_\_ stars  
\_\_\_ front  
\_\_\_ feel  
\_\_\_ fact  
\_\_\_ inches  
\_\_\_ street

426 – 450

\_\_\_ decided  
\_\_\_ contain  
\_\_\_ course  
\_\_\_ surface  
\_\_\_ produce  
\_\_\_ building  
\_\_\_ ocean  
\_\_\_ class  
\_\_\_ note  
\_\_\_ nothing  
\_\_\_ rest  
\_\_\_ carefully  
\_\_\_ scientists  
\_\_\_ inside  
\_\_\_ wheels  
\_\_\_ stay  
\_\_\_ green  
\_\_\_ known  
\_\_\_ island  
\_\_\_ week  
\_\_\_ less  
\_\_\_ machine  
\_\_\_ base  
\_\_\_ ago  
\_\_\_ stood

451 – 475

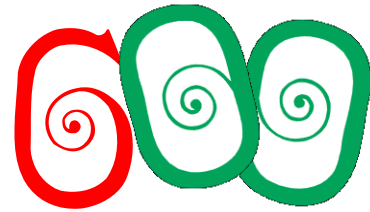
\_\_\_ plane  
\_\_\_ system  
\_\_\_ behind  
\_\_\_ ran  
\_\_\_ round  
\_\_\_ boat  
\_\_\_ game  
\_\_\_ force  
\_\_\_ brought  
\_\_\_ understand  
\_\_\_ warm  
\_\_\_ common  
\_\_\_ bring  
\_\_\_ explain  
\_\_\_ dry  
\_\_\_ though  
\_\_\_ language  
\_\_\_ shape  
\_\_\_ deep  
\_\_\_ thousands  
\_\_\_ yes  
\_\_\_ clear  
\_\_\_ equation  
\_\_\_ yet  
\_\_\_ government

476 – 500

\_\_\_ filled  
\_\_\_ heat  
\_\_\_ full  
\_\_\_ hot  
\_\_\_ check  
\_\_\_ am  
\_\_\_ object  
\_\_\_ rule  
\_\_\_ among  
\_\_\_ noun  
\_\_\_ power  
\_\_\_ cannot  
\_\_\_ able  
\_\_\_ six  
\_\_\_ size  
\_\_\_ dark  
\_\_\_ ball  
\_\_\_ material  
\_\_\_ special  
\_\_\_ heavy  
\_\_\_ fine  
\_\_\_ pair  
\_\_\_ circle  
\_\_\_ include  
\_\_\_ built

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# High Frequency Words: Sixth Hundred



These are the most common words in English, ranked in frequency order. The first 25 make up about a third of all printed material. The first 100 make up about half of all written material, and the first 300 make up about 65% of all written material. Words well researched; based on a five-million-word count.

501 – 525

\_\_\_ can't  
\_\_\_ matter  
\_\_\_ square  
\_\_\_ syllables  
\_\_\_ perhaps  
\_\_\_ bill  
\_\_\_ felt  
\_\_\_ suddenly  
\_\_\_ test  
\_\_\_ direction  
\_\_\_ center  
\_\_\_ farmers  
\_\_\_ ready  
\_\_\_ anything  
\_\_\_ divided  
\_\_\_ general  
\_\_\_ energy  
\_\_\_ subject  
\_\_\_ Europe  
\_\_\_ moon  
\_\_\_ region  
\_\_\_ return  
\_\_\_ believe  
\_\_\_ dance  
\_\_\_ members

526 – 550

\_\_\_ pickled  
\_\_\_ simple  
\_\_\_ cells  
\_\_\_ paint  
\_\_\_ mind  
\_\_\_ love  
\_\_\_ cause  
\_\_\_ rain  
\_\_\_ exercise  
\_\_\_ eggs  
\_\_\_ train  
\_\_\_ blue  
\_\_\_ wish  
\_\_\_ drop  
\_\_\_ developed  
\_\_\_ window  
\_\_\_ difference  
\_\_\_ distance  
\_\_\_ heart  
\_\_\_ sit  
\_\_\_ sum  
\_\_\_ summer  
\_\_\_ wall  
\_\_\_ forest  
\_\_\_ probably

551 – 575

\_\_\_ legs  
\_\_\_ sat  
\_\_\_ main  
\_\_\_ winter  
\_\_\_ wide  
\_\_\_ written  
\_\_\_ length  
\_\_\_ reason  
\_\_\_ kept  
\_\_\_ interest  
\_\_\_ arms  
\_\_\_ brother  
\_\_\_ race  
\_\_\_ present  
\_\_\_ beautiful  
\_\_\_ store  
\_\_\_ job  
\_\_\_ edge  
\_\_\_ past  
\_\_\_ sign  
\_\_\_ record  
\_\_\_ finished  
\_\_\_ discovered  
\_\_\_ wild  
\_\_\_ happy

576 – 600

\_\_\_ beside  
\_\_\_ gone  
\_\_\_ sky  
\_\_\_ glass  
\_\_\_ million  
\_\_\_ west  
\_\_\_ lay  
\_\_\_ weather  
\_\_\_ root  
\_\_\_ instruments  
\_\_\_ meet  
\_\_\_ third  
\_\_\_ months  
\_\_\_ paragraph  
\_\_\_ raised  
\_\_\_ represent  
\_\_\_ soft  
\_\_\_ whether  
\_\_\_ clothes  
\_\_\_ flowers  
\_\_\_ shall  
\_\_\_ teacher  
\_\_\_ held  
\_\_\_ describe  
\_\_\_ drive

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# INSTIL: Narrative Language Instruction

## Planning & Documentation Form (P&D Form)

Name(s): \_\_\_\_\_

**“I” - INTERVIEW:** Favorite subject at school; things he/she enjoys doing; reading, hobbies, home activities. Pets? Favorite Food? Interests?

**“N” - NARRATIVE a. Choose Narrative; b. Plan and Prep**

Story;  Article;  Poem;  Reader's Theater Script;  Song

Title: \_\_\_\_\_

Type Narrative & Create Worksheet;  Choose Language Targets;

Type list;  Make cards;  Manipulatives;  Engagement tasks

Other Prep: \_\_\_\_\_

**“S” - START WITH PRIOR KNOWLEDGE:** Ask questions about the narrative that are relevant to the child. Create associations & connections prior to beginning the narrative. Take 5-minutes to share and discuss. Questions: \_\_\_\_\_

**“T” - TECHNIQUES (Four Steps):** Get **into** the narrative

1. Introduce the narrative; create intrigue and wonder!

2. Choose “presentation” format(s):

Physical book;  Typed page;  On PowerPoint

Online: \_\_ YouTube video; \_\_ StorylineOnline.net; \_\_ MrsP.com

Other: \_\_\_\_\_

Read through one time; provide appropriate expression; do a few “think-alouds.” Emphasize/pronounce difficult words.

3. Re-Read 1+ more times (as many times as you need to).

Identify and do **intermittent “drop-ins”**:

Phonological Awareness;  Rhymes.  “I wonder” questions;

Word meanings (nouns/verbs);  Synonyms;  Antonyms;

Pronouns;  Verbs Tenses;  Adjectives;  Prepositions;  Articles;

Plurals;  Conjunctions;  Root words;  Prefixes;  Suffixes

Inferences;  Syntax; Fun Phrases: \_\_\_\_\_

Other: \_\_\_\_\_

Do **Interactive Reading**:  Echo Reading;  Choral Reading;

Paired Reading;  Whisper Reading;  Other: \_\_\_\_\_

**Discuss:** Start with personal opinions & general questions; do content questions and sequencing; scaffold story elements, “wh” questions:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**“I” - INTENSIVE INSTRUCTION:** Via discrete activities, provide multiple opportunities to encounter, play with, and learn the words/language.

Multi-purpose games: \_\_\_\_\_

Word Book: \_\_\_\_\_

Other: \_\_\_\_\_

**“L” - LANGUAGE EXPANSION:** Expand verbal/print capabilities;

Drawing activity;  Revise content, Replace words, and Read

Gist;  Summarize;  Retell: Use target vocab words

Critical Thinking Questions: Moral; Characters and their Emotions:

Create a new ending: \_\_\_\_\_

Venn Diagram: \_\_\_\_\_

Cinquain: \_\_\_\_\_

“I”: \_\_\_\_\_

\_\_\_\_\_

“N”: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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“S”: \_\_\_\_\_

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“T”: \_\_\_\_\_

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“I”: \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

“L”: \_\_\_\_\_

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\_\_\_\_\_

## Mrs. Honey's Hat - Worksheet

Written and Illustrated by Pam Adams

Mrs. Honey had a hat.

On Monday,  
she wore it when she took her grandson Peter to the park.  
She bought him some bubble gum  
and sat on a bench with her knitting.  
Peter thought, "Those feathers would make my arrows fly better."  
So he pulled the feathers off the hat,  
and his bubble gum stuck to the brim.  
But Mrs. Honey didn't notice.

On Tuesday, Mrs. Honey wore her hat to visit a friend.  
They sat in the garden in the shade of a tree and ate cakes.  
Some birds flew down to pick up the crumbs.  
"Those cherries look good," they chirped.  
So they flew off with them. One little bird left some eggs behind.  
But Mrs. Honey didn't notice.

On Wednesday, Mrs. Honey spent a day at the seaside.  
The sun shone, and the water was just right for paddling.  
Mrs. Honey felt very happy.  
Afterwards, Mrs. Honey took off her hat and sat in the sun.  
A hermit crab thought, "That shell would make a nice new home."  
So he scuttled away with the shell and left some seaweed behind.  
But Mrs. Honey didn't notice.

On Thursday, Mrs. Honey picked dandelions to make wine.  
It was very hard work. She took off her hat and put it on the fence.  
A cow in the field saw the hat on the fence.  
"What beautiful big buttercups," she mooed.  
So she took a mouthful, and her bell fell onto Mrs. Honey's hat.  
But Mrs. Honey didn't notice.

On Friday, Mrs. Honey went to see an old castle.  
"Just look at those cobwebs," exclaimed Mrs. Honey.  
"This place could do with a good clean!"  
A big, black spider dropped onto her hat.  
"Hurrah!" he said. "This lace will make a good strong cobweb."  
So he hurried away with the lace, and left all his old webs behind.  
But Mrs. Honey didn't notice.

On Saturday, Mrs. Honey took her cat to a cat show.  
They're were all sorts of fine cats,  
but she hoped that hers would win first prize.  
An alley cat saw Mrs. Honey's hat through the window.  
"That ribbon might help me to win first prize," he thought.  
So he pulled it from the hat and left some fish bones behind.  
But Mrs. Honey didn't notice.

On Sunday, Mrs. Honey went to church.  
Everyone seemed to be staring at her.  
"Whatever can it be?" she wondered.  
"Perhaps it's time I bought a new hat."  
After the service, Mrs. Honey hurried home to look in the mirror.  
Then she noticed the bubble gum, the eggs, the seaweed, the bell,  
the cobwebs and the fish bones.  
"Goodness," she exclaimed. "I've **got** a new hat!"

But she wasn't sure that she liked it!





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